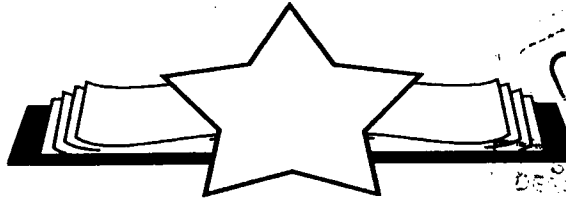


**NEW JERSEY****1999-2000****Guidelines and Application****STAR****ORIGINAL****SCHOOLS**STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

NOV 19 1999

MONMOUTH COUNTY OFFICE

**Deadline for Application to County Office:**  
**NOVEMBER 22, 1999**

<b>County</b>	Monmouth		
<b>District (Proper Name)</b>	Monmouth County Vocational	School District	
<b>District Address</b>	street/p. o. box		
	41 Highway 34 South		
	cityColts Neck	07722	zip code
<b>District Telephone</b>	(732) 431-7942	Fax(732) 409-6736	Email
<b>Chief School Administrator</b>	Brian D. McAndrew, Ed.D		
<b>Nominated School or Nominated Charter School (Proper Name)</b>	Monmouth County Academy of Allied Health and Science		
<b>School Address</b>	2325 Heck Avenue		
	street/p. o. box		
	Neptune		
	city	zip code	
<b>School Telephone</b>	(732) 775-0058	Fax(732) 775-6646	Email t_mccorkell@aaahs.mcvsd.k12.nj.us
<b>School Principal</b>	Timothy M. McCorkell		
<b>Chief School Administrator's or Charter School Lead Person's Signature</b>			

**FOR USE BY COUNTY SUPERINTENDENT OF SCHOOLS ONLY**Approved: ☒ Yes ☐ No County Superintendent's Signature

**NEW JERSEY  
STAR SCHOOLS  
1999-2000 APPLICATION**

**RESPONSES to the information below and the statements must be ANONYMOUS.** No reference should be made to the names of the district or the school. Use the words "the school" in referring to the applicant in the responses to the statements.

The following data is required to assist the panelists in the evaluation of the application:		
<b>Type of School</b> <input type="checkbox"/> Elementary School <input type="checkbox"/> Middle School <input type="checkbox"/> Junior High School <input checked="" type="checkbox"/> High School <input type="checkbox"/> Other: _____	<b>Grade Levels</b> _____ _____ _____ 9-12 _____	<b>School Enrollment</b> _____ 268  <b>Specialization of School or Whole-School Reform Model</b> _____ Medical and Health Science High School _____
<b>Previous Star School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, Year(s) _____		

**KEYBOARDED RESPONSES** to the statements below must be no more than a total of four pages. Keyboard the statement followed by the response. Limit your response to the number of lines specified.

1. Describe the school's specialization or whole-school reform model and its objectives, the student educational needs and the *Core Curriculum Content including the Cross-Content Workplace Readiness Standards\** that it addresses. Detail how it promotes high student achievement. **(Maximum of 70 lines for response)**
  
2. Describe the professional development activities and research of the school's faculty, and detail to what extent these activities contribute to exemplary teaching practices in their classrooms. Explain the link between these activities and the specialization or whole-school reform model. **(Maximum of 30 lines for response)**
  
3. Describe the leadership style of the school's administration and how the management and educational program demonstrate administrative and fiscal efficiency. Describe any innovative scheduling and/or management strategies. **(Maximum of 40 lines for response)**
  
4. Describe student performance for the school years 1997-98 and 1998-99 and the means by which student results are measured, and outline other school accomplishments during this period. Detail the relationship of both student performance and school accomplishments to the specialization or whole-school reform model and its objectives. **(Maximum of 40 lines for response)**
  
5. Describe collaborative efforts with parents, business, the community and/or higher education that contribute to a school environment governed by the students' needs and promoting high student achievement. **(Maximum of 30 lines)**
  
6. **Previous Star School Winners Only:** Provide an addendum to your application that describes efforts to expand or replicate the specialization or whole-school reform model within the school and/or the district. Have there been dissemination activities beyond the school or district? If so, please elaborate. **(Maximum of 30 lines for response)**

\*The May 1996 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's website at <http://www.state.nj.us/education>.  
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**1. Describe the school's specialization<sup>f</sup> or whole-school reform model and its objectives, the student educational needs and the *Core Curriculum Content including the Cross-Content Workplace Readiness Standards* that it addresses. Detail how it promotes high student achievement.**

Our school is a four-year public high school that admits students from nearly every school district within our county. The mission of our school is to prepare and motivate students to pursue further education towards a career in the medical sciences through a rigorous specialized curriculum and community-based partnerships, inspiring students to serve society with compassion, skill and vision. We have some specific beliefs that relate to student learning in our specialized environment. We believe in cultivating each person's ability to maximize his/her potential and achieve excellence; in enriching classroom learning by linking curriculum with community and business partnerships; in promoting honesty, integrity and responsibility as a basis for personal and professional relationships in a multicultural community; in achieving team success through individual excellence and personal accountability; in developing social-consciousness through community service; in incorporating ethics as a foundation for medical and scientific decision making; in preparing students to be scientifically literate and ethical participants in the democratic process; and in integrating the Allied Health/Medical theme to motivate students, unify the curriculum and aid students in exploring career pathways.

With this as our basis, we provide a challenging academic curriculum, but we also specialize in providing a unique medical and health curriculum that allows for real-world experiences for our students. Our students are challenged to apply the medical curriculum in the workplace. In the Freshman year, students are introduced to various health careers through guest speakers and trips to local health care facilities where they get an overview of careers as they volunteer their time. Locations such as a local cerebral palsy school and a senior center allow students to see health care in action, while they interact with students or residents for the day. In the Sophomore year, students are involved in a six-week rotation at a local hospital where they are assigned to a department or floor in which they assist staff and get a first-hand glimpse at the workings of a hospital. In the Junior year, students research a specific need in their community and create a plan for addressing the need. All of the students write a grant proposal for their plan. The best proposals are chosen and students collectively work toward implementing the plan in their community. In the past, students have cleaned up and rebuilt a playground at a local child care center and have created a video for middle school students to warn against the dangers of drinking and driving. The students' experiences culminate in the Senior year when all students participate in an internship program with a local business or health care facility. The students are placed with a mentor, who corresponds with their career interests, for an eight-week period. The student and the mentor create a project plan which the student must fulfill during their internship. The internships are diverse, and have included placements with pediatricians, primary care physicians, hospitals, substance abuse centers, county human services departments, nutritionists, and a health program for a cable television network.

Through these various experiences, students are learning by doing; they have the opportunity to apply the theories learned in the classroom to real-world situations. In this way, all students achieve since other intelligences are incorporated in their learning, not just the traditional analytical skills. Furthermore, students are encouraged to achieve on a larger scale as well. The curriculums for Allied Health and Careers and Anatomy and Physiology I and II, three of our courses, are aligned with college courses offered at a New Jersey university. As such, students of our school have the opportunity to gain college credit before even graduating from high school through a joint program with the university. This program is currently in its second year of operation in our school, and we anticipate the increase of students who obtain the college credit. We are always looking to improve the achievement and learning of our students, which is why we have developed three school wide objectives. We are determined to improve our students verbal and math skills, which will be indicated by an increase in their SAT and other standardized test scores. Since character is a key component to success in life for all people, we are dedicated to improve the character of each of our students so that they can reach their full potential as people. We are instituting a character education program within our health curriculum in which students study ethics and practice ethical decision-making. Finally, we are assessing the effectiveness of our school's specialization. We will be tracking the number of students who major in health or medicine in college and who pursue medical careers. We are also assessing the workplace readiness skills that our students are gaining through their various high school experiences. We will be evaluating their internship performance and job preparation skills through a career portfolio and mentor feedback.

Because of the career focus, our school's specialization addresses many of the workplace readiness standards of the *Core Curriculum Content*. Standard one is addressed as all students develop career goals and skills through

their volunteer experiences, along with classroom activities like resume writing and interviewing skills. We also address standard two through the use of the various tools of technology. We have a distance learning lab that is used to communicate with agencies to which we are unable to bring our students. We have three computer labs that enable students to research through databases and the internet as well as prepare professional presentations and brochures for class projects. Also, through various clinical experiences and medical situations, students fulfill standard three as they use critical thinking, decision-making and problem-solving skills. Though students are monitored, they must demonstrate self-management skills while volunteering or performing on the job in their internships. Finally, safety is a high priority for our school, which is why safety skills are taught in the classroom and analyzed in the workplace, which corresponds with standard five. Students study safe procedures for physical movements for patients as well as safety procedures for laboratory settings. Furthermore, all of our students are taught first aid and CPR, as they are certified for both in school.

**2. Describe the professional development activities and research of the school's faculty, and detail to what extent these activities contribute to exemplary teaching practices in their classrooms. Explain the link between these activities and the specialization or whole-school reform model.**

Our teaching staff is continually refining their skills and educating themselves in order to deliver the best instruction possible to students. Our teachers engage in workshops, seminars, and research that relate to their disciplines or to general teaching techniques. Most of our staff have participated in professional development related to classroom techniques. Workshops that direct teachers on the uses and implementation of alternative assessment, block scheduling, multiple intelligences, instructional objectives, classroom management, critical thinking, and gifted and talented students are common for our faculty. Most teachers have also taken further university credits toward the teaching of their disciplines whether it be physics, literature, world languages, writing, math, or health administration. Our teachers are also concerned about different approaches to teaching their subject matter, which is why technology classes are prevalent as well. Courses in various computer applications, designing web pages, and the uses of technology in the classroom are popular. Many of our teachers are also focused on keeping up-to-date on the latest in health care in order to emphasize the theme of our school. As such, many of our staff have taken extra course work in service learning, character education, student leadership, and community health. Our instructors also always keep their health certifications current by taking courses in first aid and CPR. Many have also become certified to teach these skills so that our students may become certified as well.

Our teachers are always concerned about bringing the best instruction to our students, which has prompted them to do additional research into their area of teaching. One of our staff members worked on a research project in conjunction with a state university, focused on the process and progress of student writing. Another teacher conducted a self-study of portfolio assessment for teacher evaluation. Finally, one teacher functions as a peer reviewer of manuscript submissions for the American Journal of Nursing. We have members of advisory boards for nursing home facilities and a local community college. Being students and constantly being a part of the learning process enables our teachers to see first-hand what works and what doesn't for our learners. They model their commitment to life-long learning to their students. Likewise, they demonstrate the constantly changing world of health care and are able to bring the latest into the classroom.

**3. Describe the leadership style of the school's administration and how the management and educational program demonstrate administrative and fiscal efficiency. Describe any innovative scheduling and/or management strategies.**

Our school is operated under a school-based management system that enables teachers to be empowered in their positions. We have organized various committees, comprised of administrators, teachers, students, parents, and community members, to make important decisions for our school. All of our curriculum and objectives were formulated by a strategic planning committee that included all of the stake holders in our school. When ideas were devised, the entire faculty, student body, and parents were informed about the progress and encouraged to provide feedback and suggestions. Because of this approach to shared decision-making, the school community feels empowered to affect change and feels a part of a larger whole. We recognize the fact that public funds do not allow

us to offer our students the best in technology and innovation. Therefore, the administration and teaching staff aggressively seek grant money to fund our special programs. This provides for fiscal efficiency for our district, more resources for students, and more accountability for school spending. The location of our school is also fiscally efficient. Our district had a preexisting building on the location that could easily be renovated. Furthermore, the school is in close proximity to one of New Jersey's largest teaching hospitals. By building a partnership with the hospital, our school has successfully created workplace experiences for our students with minimal expense or time wasted to travel.

Because our school implements site-based management, our teachers and school are very flexible. Our regular school day is organized through block scheduling, which enables the students to study course content in a more in depth way. Most classes meet every day for 85 minutes for an entire semester or two marking periods. In this way, each student must only focus on four classes at a time, instead of seven to nine. Furthermore, less time is wasted for students switching classes numerous times throughout the day. The block scheduling also enables teachers to expose students to other kinds of classroom learning. The block scheduling is conducive for guest speakers or special presentations from professionals in the field or agency representatives. The schedule allows for opportunities for students to experience things outside of the classroom as well. The schedule is adjusted on Fridays for the Sophomore class to participate in service at the local hospital during two morning blocks. Likewise, the schedule can be adjusted for a longer block of time for special events, like NASA addressing our students through our distance learning lab. The Senior schedule was adjusted to provide for experiences that the staff felt were invaluable to student learning. An EMT certification is offered to Seniors, and the training had to meet a required amount of hours that is scheduled according to the EMT instructors' availability. This training has been alternated daily with the Senior mentorships, in which students spend an entire afternoon, two days a week working along side a practitioner of their choice. When opportunities arise, the staff modifies the schedule to accommodate experiences that they feel are valuable for the students and that correspond with the theme of the school.

**4. Describe student performance for the school years 1997-98 and 1998-99 and the means by which student results are measured, and outline other school accomplishments during this period. Detail the relationship of both student performance and school accomplishments to the specialization or whole-school reform model and its objectives.**

Our school has some very specific means of assessment for our speciality as well as some whole-school means of making sure that students are achieving their potential. In order to ensure that students are achieving, we have instituted a proficiency policy. As a faculty, we are not content if students are simply passing classes. We feel that in order to succeed on higher levels, students must demonstrate proficiency in every subject. We have determined that, though a 70% is passing, every student must acquire at least a 77% to move on to the next level in a subject. At any point in a marking period that a student's average drops below a 77%, the teacher, guidance counselor, parent, and student will devise a Proficiency Improvement Plan (PIP). The student must complete the guidelines established for him/her to improve his/her grade and demonstrate his/her knowledge in the subject. A student may even have to complete a PIP over the summer, prior to entering the next level of a subject the following year. Within the classroom, our teachers employ alternative means to assess our students in order to tap into the many intelligences that our students possess. Portfolio and performance assessment are used often across the disciplines. Besides internal means of assessment, we have decided to use standardized testing to determine how well developed our students' skills are compared to other students across the nation. We evaluate our students' verbal, analytical, and math skills through the SAT and PSAT. In this way, we can measure their progress as they take the tests over the course of two or three years. Because of these multiple means of assessment, our students all achieve at a high level. Our current graduating class has an average GPA of 91.76%.

In order to assess the achievement of students in the health and medical specialty area of our school, we have devised several different means of testing. Through our connection with a New Jersey medical university, we can assess the effectiveness of our health curriculum. The students take a standardized test administered by the university. In order to get college credit, the students must receive a 75% as a combination of their test grade from the university and their classroom grade received from our school. The first year that the testing was conducted produced successful results. For both the current seniors and juniors, 100% passed the Dynamics of Health Care course, while 71% of the seniors passed Medical Terminology, which was an optional exam. Furthermore, our students' workplace readiness skills are assessed through the Senior internship program. Students receive an



evaluation from their mentor through feedback about their performance and professionalism. The Seniors must also compile a portfolio that includes products like a resume and journal that demonstrate their preparedness for the workplace and their own reflections about their experience.

Besides academic assessment, we feel that developing a whole person is also a goal of our school. As such, character education is a component of our curriculum and one in which we assess as well. We believe that participating in community service activities for the benefit of others helps to promote character and ethics in our children. We emphasize the dual purpose of service learning; our students gain higher self-esteem, more tolerance and empathy for others, as well as better social and communication skills. Meanwhile, the students are fulfilling a need for people and organizations within their community. With this belief, our curriculum includes a component of service for all four years of schooling. Because of our devotion to service, our school was named as a state and national Service Learning Leader School during the 1998-99 school year. We function as a guide for other schools who want to begin a service learning component in their district.

**5. Describe collaborative efforts with parents, business, the community and/or higher education that contribute to a school environment governed by the students' needs and promoting high student achievement.**

Our school is highly integrated with all the stake holders in our school community. Local businesses and organizations provide opportunities for our students to volunteer or complete internships. We have a partnership with a local hospital that enables our students to volunteer during an 8-week period, and other facilities open their doors for our students to visit and interact with clients. Likewise, many of our clubs interact in the community. The Volunteer Corp. designs service projects like a coat drive and food drives for those in need in the community; the National Honor Society runs a blood drive once a year; Just Us is an ensemble performance group that volunteers at nursing homes and hospitals to entertain the residents or patients. Just as our students go into the community to volunteer, community members participate within our school. Practitioners regularly come to our school to speak to our students about their careers or medical issues. Furthermore, we have community members who also teach specific skills or courses that we would otherwise not be able to offer to our students. For instance, emergency professionals are currently certifying our students as EMTs, and in the spring a local physical therapist will be teaching a physical therapy elective to Seniors. We have incorporated higher education institutions into our school as students are able to earn credits from a New Jersey medical university, and another local college will provide credits to students who successfully complete a Senior-level Biology class being taught by one of our staff who has adjunct status with the University. Through our partnerships between our community businesses and universities, we are preparing our students for the challenges that they will face in the future. They are acquiring college credits before graduating from high school. Furthermore, they are acquiring skills that they will need in the workplace. We are providing them with information and experiences that will give them insight into the nature of specific careers and their interest level. These experiences also enable students to succeed since we are assessing various skills, not just the academic skills usually assessed in school. Students are more engaged and motivated when the learning is hands-on as well. Finally, we have very active parents who began the Parent Student Faculty Association four years ago and we have parents who are members of our Strategic Planning committee. Since we are a school of choice, parents and students must be involved in the decision to come to our school. As such, they understand the importance of workplace readiness skills and the experiences that our students will have.